

much water has run under the bridge since
some eight years since, Mr. A. Peterson
started us out of self complacency with his
"Across the Bridges". We are well pleased at
the turn with the results of our educational
efforts; nothing could be more intelligent,
more alert, brighter than the VII.³ Standard boy
prepared to leave school & start up his life-work.
Conditions were propitious, or know the old
story of involving blind alleys, present circumstances
& now, unemployment, with the steady
depreciation in character. What attitude then
shall it be done? The question of after
conditions is being taken up by authorities,
we have the promise of continuation schools
which even when a boy is out of work
will help him to the ^{is among} cluniness art of producing
his place! But Mr. Peterson thinks
not the schools are not without blame in
so rapidly with this their best boys
run to seed. He does not quite exempt
of the boy who gets work, comes fair wages,
conducts himself ^{abst} respectably goes ^{abst} drinking

- the sort of boy to whom Mr. R. L. Ridge introduces us, & who is commoner than he might be, so crude is his notion of a moral in his principles, & poor is his interests, courage if not coarse in his choice of pleasures, & foolish, such as good cellar & bottom. He might have been taught in school to utility, his powers, & come with the enjoyment of the fine mind that is in him, but in schools (P. 48 & 49) & discipline! What does his curriculum do for the boy? Let us again hear Mr. Petersen (42-44 City Clerk).

The very faults of his qualities really fit the work of the teacher: He does wonders; his failing is that he does too much! (P. 46 & 7, 48)

No author of course Mr. Ridge puts any duty before - with much force - (173)

and again. He leaves us with the nobility of our school work. (172)

There is a depressing prospect of gloomous days in the future; we all applaud Mr. Fisher's bill, as convinced that every boy & girl should be receiving education until

PROMISED

To sixteenths, possibly to eighteenths
years of life has been passed. A man of
generous feeling has passed over the
nation and employers are willing to support
the law and grant eight hours ~~a week~~
out of every wage-earning week to be devoted
to his further education; that is, one-eighth
of the time for which any pay wage is made
over as a pure gift in the interests of education.
It is said that the increased output of
the remaining forty hours will pay the masters
for their act of generosity. What may well
be the fairness in the end; and if the
eight hours be spent in making the
young people more reliable, intelligent
& responsible persons, no doubt the
masters will reap the reward due to their
generosity.

But here are rocks ahead. The only way of
taking full advantage of this provision is to teach
this an eight hours university course. Now, as the

Paterson happy! remarks, the Universities do not undertake to prepare bachelors, parsons, stock-brokers, bankers, or even soldiers & sailors with the specialised knowledge proper to each profession. Their ^{principal} contention is, give a well-educated man, with a cultivated imagination, learned judgment, wide interests, he is ~~sufficient~~ prepared to master the intricacies of any ^{profession} while he knows at the same time how to make use of himself, of all the powers with which nature & education have endowed him, for his own happiness, the delightful employment of his leisure, for the increased happiness of his neighbour, & the well-being of the community & that is such a man as will not only to earn his living but to live, as a good citizen & a happy ^{useful} individual.

The Universities fulfil this claim; the various professions abound with men who ^{were} ~~were~~ ^{now} ~~now~~ ^{are} ~~are~~ ^{devoted} ~~devoted~~ ^{to their} ~~to their~~ ^{profession} ~~profession~~.

+ who pick up leisure & means to serve
their fellow-citizens as magistrates, church
wardens, committee men, special constables,
(when needed) +, until lately, Members of
Parliament holding service as an honour
+ as proud as was ? to visit T. P.
after their names. The enormous
amount of voluntary service rendered in
such ways throughout the ^{Empire} Country
justifies the Universities in their
reading of ~~the~~ peculiar functions
imposed on them. But not only so,
fearless, disinterested work can very
well be done. compact Takeover, Churchmen,
soldiers & civil servants have done their
duty over & above the 'bond.'

To seem this same splendidly devoted
voluntary service from all classes is a
task set before us as a nation; & task the
more easy because we have all seen
it fulfilled in the war, when every man
was a hero. How is it not deplorable that

The Army proved itself an unequalled university
for our men. Offering an unusually
broad mind vision, lofty aims, duty and
discipline, along with the finest physical
culture? Is much so, but instead of going
on from where it was left off, we have to
set to work against retrograde movements,
physical, moral, intellectual; the downward
trend is at hand & we all know how easy it
is to commit - afford another pedagogue in
education of our people, but we must
in some way supply the "University" element,
✓ Mr. Fisher's post-ad-points out the way.

The young people are for four years, (a paper
academic period) to the minds influences which
should make for sweetness & light. But
we must keep to the academic ideal; all
preparation for specialised industries should
be taboo. Special teaching toward engineering,
cotton spinning & rest is quite unnecessary.
For every manufacturer knows the boy
from a "lousy lad" he will soon be turned
into a good workman in the works themselves.

The efforts of technical schools & the like are not
fully paid by the heads of firms so far as
a technical knowledge may afford to satisfy
boys as employed from them; it is for
the off chance that they may prove and
intelligent & apt rather than for what they
know beforehand of the business. There is
no more reason for treating the Contrechoc
School as the People's University, & absolutely
eschewing all money-making arts &
crafts. Denmark & Scandinavia have
brought this generous policy of educating
young people, not according to the requirements
of their trade but according to their natural
capacity to know & their natural desire
for knowledge; that desire to know history,
poetry, science, art, which is the natural
heritage of every man; & the success of
the experiments ~~in the~~ now many years
old, is an object-lesson to the rest
of the world.

Germany has pursued a different

ideal. Her efforts, too, have been great, impelled by the ideal of utility, +. q we could remember the lesson, th was showed us how futile is an education which affords no moral or intellectual uplift, no vision byes them to learners own advantage. Germany became morally bankrupt, (In a dozen let us hope), not only because of the war, but as the result of an education which ignored the things of the spirit, or gave them a nominal place & poor rendering in a utilitarian syllabus.

Let us hear that educational apostle of the north, Grundtvig, the "Father of the People's High Schools": - "There now is most lip. Her is the victory; and to establish an area of life, worth speaking, he laboured to secure a Danish high school, accessible to young people all over the land, which should inspir "admiration for what is great; love for what is beautiful, faith, and affection, peace, unity, innocent cheerfulness, pleasure amidst." There is now very

Utopia in this poet's dreams, & he
aims at rather more of a University than
an ordinary school. He ~~is~~ ^{is} encouraged
to face the fact boldly that it is a People's
University - we should aim at a University
with ~~its~~ thousands of colleges up & down
the land, each of them, the 'Contemplative'
School' (the name is not moving). for some
one neighborhood.

But it will be argued, the subject-matter of a
Univ. Ed. is conveyed ^{in the most per-} through dead languages, Latin
& Greek; and our contention is. Not however
entitling the literature preserved in these
languages, we cannot honestly allow our English
literature to take a second place to any other; that
therefore, whether Sophocles, Thucydides, Virgil
have it in them to do towards our higher education
may be effected more readily by笛福, Gibbon,
Shakespeare, Bacon - a multitude of great thinkers who
are moreover first writers. Having conveyed in
our common speech is easier of memory
than that secreted in a dead language; & this

Each will help us to deal with the machinery of
period allowed. With absolute attention we can
do a great deal with 400 hrs a year, 1600
hours in our 'popiles' form open course, but
only if we go to work with the certainty that the
young students crave knowledge of this kind. But
they need with absolute attention, & that, having
read, they know will welcome the opportunity
for public speaking while the art of narration
offers.

The alternative is, some such concentration scheme
~~not~~ as was introduced in 'Robinson's Course' - a review of
Soap, its manufacture, ingredients, the way to
Soap transport, the uses of soap, how to make
out a 'Soap' invoice, the sorts of soap - & so
ad infinitum. Each process in the iron, cotton
woollen, nail, print, engine, button - each
process in each of our thousand & one manu-
factures will offer its own ingenious concentration
scheme. The advocates of utilitarian education
will be satisfied, the young students will
be kept busy & to some extent, will
not miss all the time, with what result?

Some time

published

A century ago, when a movement in favor
of adolescent education agitated Europe; we
in America by the Napoleonic wars, in
England took our part; the current early
divided into two streams, the spiritual
+ the material, as useful to the education,
+ England, already great in manufacture,
went with the first, followed by Germany,
France, Switzerland; while the continental
group of countries learned - the lips of that
" Father " of the schools that, — Spirit is might;
spirit reveals + truly in spirit; spirit works
only in freedom." We call the apothecary
the utilitarian spirit education in the French
schools on the one hand, + in the rest of the
Germans among the others, + we are
slow to learn the lesson because we have
set up the little bird of efficiency in the
nest within our private pantheons which should
be occupied by personality; we trouble ourselves
about the uses of the young person to society;
as for his own uses, what he should do or
+ for himself, why, what matter? Because, said
he, if we get him to carry his twigs, we get him

#6 of service to the world. What better
can we do for him personally? We
pray and it is written "Man shall not live
by bread alone, but by every word that
proceedeth out of the mouth of God shall
man live; whether it be spoken in the way
of religious truths or religious poems, pictures,
sculpture, discovered or literary expression."

By this means men live and all such
is the life of the spirit. The spiritual
life requires the food of ideas for
its daily bread; and, given that nutriment
to the mind that is a well known
Swedish professor remarked, in commending
on the excellences of Lat. Danish butter,
that, "just as the movement of the soil
gives the best conditions for the seeds sown
in it, so a well provided humectant
train provides the sound basis for
business capacity, and the seed of
in the case of the coming farmer."

* In Agricultural Schools, delivered by Dr. M. G. Sutler
subscribed by members of Miss. K. O. S.

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But we have a prophet of wisdom; let me close this part of my subject by quoting Mr. Fisher's words of wisdom:- (cont'd. Ch. 1. p. 21)

The Cenozoic
Syn. 11 & 12

less time or more studies in our schools
are by curriculum, which is supposed
to be entirely at the option of the Head. But is it?
most secondary schools work towards Examinations
which ~~seems~~^{often} more or less ⁱⁿ accordance ~~stand~~^{with} the principles of
the Universities. The standard to be reached
is set by these + the Heads of schools hold themselves
powerless.

Through elementary schools are no longer make
with a view to examination results, yet, as
more less ~~for~~^{by} pupils ~~for~~ get scholarships admitted
to secondary schools. They do come under
under the same liability. There is however much
less liberty in the latter than in elementary
schools with regard to the subjects taught &
the time devoted to each. No result is clearly
a boy of seven or eight in an elementary
school may ~~possess~~ ~~acquire~~ ~~obtain~~ knowledge than
more intelligent and more knowledge than
a boy of 12 months in a prep. class. if he has
been taught on principles arising from natural
facts, while the other boy is instructed with a view to
a certain standard of scholarship. He does however

reach Mr. Cleland etc), or later (if nothing
else) via Mathematics.

If we can succeed in establishing a
School which every boy & girl go given
a short reach in a given range of subjects
& shall give a fair chance to the average
boy & girl till brilliant - especially industrious
young people will go ahead; also we shall
not have the anomaly of a boy who has
had no social advantages having far ahead
of the boy who has had every such advantage,
except in the two or three subjects in which
the latter has specialized.

We labour under the misfortune of supposing
that there is no natural law or inherent
principle according to which a child's
course of studies should be regulated,
so we teach him those things which, according
to us, it is becoming for "a gentleman"
to know, on the one hand, & on the other
the art of reading, writing & summing. But
he may not find your illiterate colly
In both cases, the education or offices or
utilitarian, an indirect preparation for

the professions, or for a craftsman's calling, with efforts in the latter case to make a boy's education bear directly on his work.

But what if in the very nature of things we find a complete curriculum applied? "The human race has lost its title-deeds," said Voltaire, "somewhat has been going about ever since to recover them; but Education is still at sea, & Voltaire's epigram holds good. We have not found our title-deeds, & the children are a prey to any worthless claimant who chooses to annex them. This peculiar province. As has been said the highest aim we have is to educate men for their uses to society, while every peddler is free to go as he pleases, because there is no title-deed with which to confound him. The supporting master, though a fool, claimed to able to answer the teacher & to would educate his children on present movement, or even on Shakespeare's play and nothing else. Education, too, falls under

the economic laws of supply & demands,
 only the demand should come from the
 children and from teachers & parents.
 But how are their demands to become
 articulate? This is a point that requires
 some study because the answer depends
 on a survey of the composites who
 turn up as "humans or nature," a whole
 whose possibilities are infinite & infinite
 various, not ^{one} in a genius, or child
 of a distinguished family, but in every
 child of the streets.

(79) A small boy living on yesterdays demands
 "Is it if you, mothers, leaving all these things?
 Everything seems to fit into something else!"
 The boy had not found out the whole secret
 everything fitted into something within himself
 + he formed that "Studies are for delig/ht."

Dear Friends & Fellow-workers

~~allow me~~

Allow me to send you my cordial
greetings & good wishes for the success
of your Conference.

We have just lately had the great pleasure
of privilege of a visit from our "Dear Mr.
Somewhat" & surprised him with a
list of fifty Gloucestershire schools
doing ~~good~~ work! The student has kept
the Jubilee by planting a young oak
whose growth we shall mark, so you will
perceive that we know something of your
+ your works + that our interest in your
Conference is ~~very~~ cordial & hopefud.

A passage from a letter received
this morning from a little friend
present at our "Whitby gathering" - now an
Aboard Inspector in the staff of the Director of Tolls,
for Durham Co., but until lately Head Master
of a large Eng. Sch. working in full programme

suggests two or three things that I want
& say to you:- (letters)

We all do & feel it a privilege &
a protest in widening the hours of the
worker's child, we have seen stories of our
young prince brought up as a pleasure, &
at last emerging with all the glory &
delight of his proper position: ~~and~~
~~not is~~ suggests that we are labouring to do for the
children, in widening their hours, &
the one giving them wide scope for
more satisfying & more lasting than
silver & gold. The various letters report
that there received from Glass to show
that you have all caught the nobility of wonder
as to the powers & achievements of a child,
any child. In your frequent emphasis
on empires backward children offend.
Many great "reconstructions" are going
on today, but I think now is more
important than this, of buying a child
out his inheritance. It is written truly

PROPHETIC

being weak, shall inherit the earth,
already you have secured that "his
are the mountains & the valleys his,
& the resplendent rivers;" Not Shakespeare
& Scott, his country's great history, the
marvels of life & its story; their great picture
& perhaps great music, are part of his
inheritance. Most of your schools
are under German inspector so there
is opportunity of seeing how your children
progress in the chief of all knowledge,
the knowledge of God, but no doubt
your children grow in this knowledge
which is so natural to them.
Wonder at any persons so blessed in
their work as we who are concerned with
the education of children have one
we have found out the sort of knowledge
they desire & how to give it to them!
Then, I wish it duly kept to "co-operate with"
workers, thousands, of teachers who are
engaged in this pure pursuit of knowledge.

P>1 p. 24 D

In this crudeness, however that - nothing
we can do for the community is of great
value as this of bringing up the children to

"Think deep, feel deep, bear fruit well."

My friend writes us of the significance
of the master's child & the peer's child
sitting side by side at Wuthy, in no
arbitrary attempt at equality, but
with "a common background of
intellectual experience gained from the
same books".

I wish we should keep this point
before us, as nothing seems so ^{more} earnest
to meek a master nature, than to demand
arrogance on the one hand & bitterness
on the other, as this common intellectual
experience "gives" a deep joy to all who
have shared it.

This summer letter commences
also on "No last etc."
You know all about that? your children to
as you grow up. consciousness are very
readily at variance. I speak with confidence

means to us go together. A child cannot narrate without thinking of what he narrates & if he is thinking of something ^{funnily} ~~else~~, he cannot be self conscious.

"I often wonder if we as a nation believe in education as a nation. we do not believe in ^{young} ~~the people~~ interesting matters commonly taught in schools. or shall I say, matters taught in an uninspiring way: but I think your paper has shown you, as mine has shown me, that people, no this means for example, are intensely interested in such matters as reach them through the choice words of the best-writers. The writer of the above letter speaks of £20 being spent in one year by the boys of his (late) school on one of another of the books etc: I think that speaks things out as a nation, we do believe in education, & we all discern what-matters for education.

You & I and all who are working with us are

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in the cause of education.

May our good friends from & proper
in a course every step of which
marks definite progress along a road
where there is no monotony, no weary
~~many~~ steps now delights us & to themselves
as we go: where there is good fellowship
on the way. In many of us travel together,
& where we have always the hope of
consecrating immediate benefit on our
country.